

# SPELL IT! <sup>T.M.</sup>

by Jan Davidson, Ph.D.  
and Richard K. Eckert, Jr.

# spell



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# INTRODUCTION

Welcome to SPELL IT!

Prepare yourself. You are about to become a master speller. Whether you need to master spelling rules, learn to spell difficult words or just correct words you chronically misspell, SPELL IT will help you.

SPELL IT features four activities which challenge you to become a master speller. Together, they will allow you to review the spelling rules, study the words in syllables, and use the words in sentences enabling you to learn quickly and thoroughly. The word scramble will help reinforce what you have learned. The captivating arcade game will help you learn to distinguish correctly spelled words from misspelled ones.

SPELL IT focuses on 1000 commonly misspelled words. The words are grouped into levels. Many lists include an important spelling rule which relates to that group of words.

With the SPELL IT easy-to-use editor, you can enter your own spelling words and use them with all four learning activities.

SPELL IT was designed by Dr. Jan Davidson to review spelling rules as well as provide an effective format for making spelling easy and fun. Programmer Richard Eckert has maximized the computer's capability to entertain as well as enlighten.

Try it and you'll agree. SPELL IT turns spelling drudgery into spelling fun.

This SPELL IT manual contains the instructions for four different computer systems. Follow the specific instructions for your computer regarding start up and use of the editor. Throughout the manual, the symbol <CR> will be used to indicate a carriage return.

## GETTING STARTED

Before you begin using SPELL IT, please complete the warranty card and return it to us. This will register your warranty and ensure that you receive important information and technical support for SPELL IT, announcements of updates, and information on new products.

The program files are protected and you will not be able to copy them. You may purchase a back-up copy for \$10.00 at the time you send in your warranty card, or later by writing to Davidson & Associates, Inc. Back-ups are not available for School Packs.

The data files are not protected and you may make your own back-up copy using the copy program which came with your computer.

### Included in this Package

In this package you will find:

- the SPELL IT program, complete data files, and warranty card
- the manual which you are now reading.

### Starting the APPLE Version

To use SPELL IT, APPLE version, you need:

- an Apple //c, Apple //e, Apple // + (or equivalent computer)
- one or two disk drives



- a monitor (or tv)
- the SPELL IT disk (Program on Side 1, Data on Side 2)
- a joystick (optional)
- a printer (optional).

If you are planning to use SPELL IT with two disk drives, copy the Data (Side 2) onto a separate, formatted disk, using the copy program on your System Master or Utilities disk. Be sure to format the disk with DOS 3.3.

If you are using an Apple //e, //c, or equivalent computer, be sure that the CAPS LOCK or SHIFT LOCK is set.

To run the program, follow these steps.

1. Insert the Program (Side 1) into the disk drive (drive 1 if you have more than 1 disk drive) and turn on the computer. If your computer is already on, type PR#6 <CR>.
2. While your disk is booting, you may press D to see a demonstration of the program. The demonstration will continue and repeat until you press the <ESC> key to exit.
3. After a brief introduction, you will be asked to type your name and to make several option choices. If you are using only one drive, you will be instructed when to insert the disk, data side up.

Pressing O when the main menu is on the screen will allow you to change the options which you selected at the beginning of the program.

## Starting the IBM Version

To use SPELL IT, IBM version, you need:

- an IBM Personal Computer with one or two disk drives and a Color/Graphics Adapter
- or a PCjr with one or two disk drives
- a monitor (or tv)
- any version of DOS (DOS 1.0 and 1.1 require at least 64K of memory, while DOS 2.0 or higher requires at least 96K of memory)
- advanced BASIC (BASICA) or cartridge BASIC (for PCjr)
- the SPELL IT disk (Program on Side 1, Data on Side 2)
- a joystick (optional)
- a printer (optional).

Keep this manual handy and refer to it often until you are thoroughly familiar with the program.

If you wish to use SPELL IT with two disk drives, copy the Data (Side 2) onto a separate, formatted disk, using the diskcopy program on your IBM DOS disk.

If you wish to copy the data files to a hard disk, insert the Data (Side 2) into the drive and at the A>, type:

copy a:\*. \* c: <CR>.

Note: The program is not configured to search subdirectories. Please copy the files into the root directory only.

To run the program, follow these steps.

1. Insert the DOS disk (supplied with your computer) into drive A (the left-hand drive). If you are using a PCjr, make sure the BASIC cartridge is inserted into the left cartridge slot.
2. Turn on your computer to boot the DOS disk. If your computer is already on, press the CTRL, ALT, and DEL keys at the same time to boot the DOS disk.
3. When the disk drive stops running, enter the date and time. At the A>, type:  
    basica <CR>.
4. Remove the IBM DOS disk and insert the SPELL IT Program disk. If you have two disk drives, insert your copy of the data in drive B.
5. Start SPELL IT by typing run"color <CR>. (Don't forget the quote mark.)
6. After a brief introduction, you will be asked to type your name and to make several option choices. If you are using only one drive, you will be instructed when to insert the disk, data side up.

From the main menu you may press P for a preview of the program. The preview will continue and repeat until you press <ESC>. Pressing O will allow you to change the options you selected at the beginning of the program.

## Making SPELL IT Self-Booting

SPELL IT can be made self-booting by transferring the DOS files and the file named `basica.com` to the Program (Side 1). Perform all of the following steps in the exact order listed.

These instructions are for IBM computers only.

1. Insert the IBM DOS disk in drive A (the left drive), and turn on your computer to boot the DOS disk. If your computer is already on, press the CTRL, ALT, and DEL keys all at the same time. Enter the date and time.
2. If you are using a two-drive system, insert the SPELL IT Program side in drive B (the right drive).
3. At the `A>`, type:  
`b:c-config.bat <CR>`.
4. If you have only one disk drive, it will be necessary to switch disks several times. Follow the directions on the screen.

### Note to IBM Compatible Owners

To make the program self-booting, first transfer the system files, `command.com` and `basica.com` to the SPELL IT Program disk (Side 1), following the instructions in your computer user's manual. Then create an `autoexec.bat` file by typing the following:

<code>copy con b:autoexec.bat</code>	<code>&lt;CR&gt;</code>
<code>basica color</code>	<code>&lt;CR&gt;</code>
<code>&lt;Ctrl&gt; Z</code>	<code>&lt;CR&gt;</code> .

## Starting the COMMODORE Version

To use SPELL IT, COMMODORE version, you need:

- a Commodore 64 or 128 computer
- a 1541 or compatible disk drive
- a monitor (or tv)
- the SPELL IT Program disk
- the SPELL IT Data disk
- a joystick (optional)
- a printer (optional).

To run the program, follow these steps.

1. If your computer is off, make sure that there is no disk in the disk drive. First, turn on the disk drive; then, turn on the computer.
2. Insert the SPELL IT Program disk (Commodore side up), type `LOAD"SPELL",8 <CR>`.
3. When the drive stops, type `RUN <CR>`.
4. After a brief introduction, you will be asked to type your name and to make several option choices. If you are using only one drive, you will be instructed when to insert the data disk.

Selecting #6 from the main menu will allow you to see a preview of the program. The preview will continue and repeat until you press `<ESC>`.

Pressing O when the main menu is on the screen will allow you to change the options which you selected at the beginning of the program.

## Starting the ATARI Version

To use SPELL IT, Atari version, you need:

- an Atari 800, 800XL, 65E or 130XE computer
- a monitor (or tv)
- the SPELL IT Program disk
- the SPELL IT Data disk
- a joystick (optional)
- a printer (optional).

To run the program, follow these steps.

1. Make sure your computer is off and that there is no disk in the drive. Turn on the drive and the monitor.
2. Insert the SPELL IT Program disk (Atari side up) into the drive and turn on the computer.
3. After a brief introduction, you will be asked to type your name and make option choices.

You will be instructed when to insert the data disk.

Press P while the drive light is on if you wish to see a preview of the program. The preview will continue until you press <ESC>.

Selecting #7 from the main menu will allow you to change the options which you selected at the beginning of the program.

## The Menu

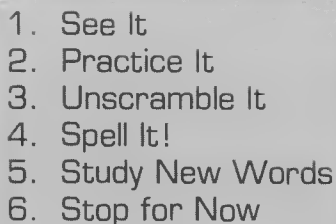
The main menu will appear on the screen and you will be asked to select a level.

1. Novice
2. Intermediate
3. Advanced
4. Champion
5. Grand Master

Type in the number of the level at which you wish to work <CR>.

Select a spelling word list numbered from 1 to 10. Enter its number <CR>. (The Appendix contains the spelling word lists for each level.)

The following activity menu will appear on the screen.

- 
1. See It
  2. Practice It
  3. Unscramble It
  4. Spell It!
  5. Study New Words
  6. Stop for Now

Your choice? [1-6]

From this menu you may select any of four different activities. In the chapter "Using the Program," each of the activities will be described in detail. Item 5 allows you to go on to another spelling list. Item 6 allows you to exit the program.

# **USING THE PROGRAM**

## **Selecting a Level**

This program contains 1000 of the most commonly misspelled words. These words are grouped into five levels of difficulty, with the easiest words at the Novice level and the most difficult words at the Grand Master level.

Within each level are 10 word lists, also ascending in difficulty. You can look at the Appendix to see the word lists or you can quickly test yourself at any level with the Practice It activity. If you miss as many as 5 words, start working at that level.

## **The Spelling Rules**

When a specific rule applies to a word list, the rule is presented along with examples. The rules are also helpful in learning how to spell other words not included in these lists.

The rules included in the program are presented in the Appendix at the beginning of each spelling list.

## **The Activities**

For best results, begin with the first activity and work through the remaining activities in the order presented. Once you have mastered the words, you can review them by returning to your favorite activity.



**See It** - This activity introduces the words on the list. Each word will be displayed on the screen. If the word has more than one syllable, the syllabication will be shown as well. Then a sentence with a blank will appear. Study the word and the syllables until you think you know the spelling. Press the space bar and the word and syllables will disappear. Type the word into the blank. If you misspell the word, the correct spelling will reappear at the top of the screen for you to restudy. Repeat the process until you spell each word correctly.

If you wish, you may type the word into the sentence while the word is still on the screen. To do this, press <CR> instead of the space bar and the word will remain at the top of the screen as you type it.

When you have spelled all the words on the list, you may retake the words you needed help with or missed. Answer Y if you wish to retake the words or N if you wish to go on to another activity. Your score is based on the number of words you spelled correctly without asking for help.

**Practice It** - This activity allows you to test yourself. Look at the box at the top of the screen. One of your spelling words will appear briefly in the box. After it disappears, type it into the sentence.

You may select the length of time the word remains on the screen. The display time is set at 1 second per word. You may adjust it from .2 to 5 seconds per word by pressing M for more time or L for less time.

In the Practice It activity, the word should appear on the screen just long enough for you to recognize it, not study it. After your score is shown, you may retake the words you missed.

**Unscramble It** - This challenging activity will help reinforce the correct spelling of the words you have just learned. Unscramble It may be played by one or two players.

Nine boxes will appear on the screen. Select the box (by letter) you wish to try. Scrambled letters will appear at the top of the screen. If you unscramble the letters and correctly enter the word, you will earn 30 points. If you miss the first time, 20 points may be earned on a second try, and 10 points on a third.

You may ask for the first letter of the word by pressing <CR> before you begin typing. It will appear, but the point value will drop by 10.

**Spell It!** - This captivating arcade game challenges you to distinguish correctly spelled words from incorrectly spelled ones.

The object of the game is to feed correctly spelled words to the Spell It Frog. The frog will not eat misspelled words.

You may use a joystick or the keyboard. If you use the keyboard, move the frog left or right with the keys indicated on the speed selection screen. When it is under the correctly spelled word, press the Z key. The frog will jump and gobble up the word. It has a voracious appetite. Feed it as fast as you can, for the faster it eats, the more points you will earn per word.

When the spider spins its way down to the bottom of the screen and wiggles its legs, it is a candidate for the frog's dinner. And you get bonus points! The faster you play the game, the more bonus points you earn. Move the frog to the far right of the screen and press the Z key or the joystick button to get the spider.

## Special Features

**Positive Reinforcement** - Throughout the SPELL IT program, your correct answers are rewarded with positive, encouraging messages. You are never scolded for an incorrect answer. If your first response is incorrect, you will be instructed to "Try again."

**Escape Function** - Pressing <ESC> (Apple, IBM, Atari) or <f1> (Commodore) allows you to leave an activity at any time during the program. Simply press <ESC> or <f1> and the program returns to the menu.

**Sound Effects** - SPELL IT has optional sound effects which are activated by each correct response.

**Reviewing Words Missed** - At the conclusion of the See It and Practice It activities, SPELL IT gives you an opportunity to retake any words you missed, allowing you to concentrate on the words that you have not yet mastered.

## USING THE EDITOR

If you would like to use your own lists of words with all the SPELL IT activities, you may enter them with the easy-to-use editor.

Many different kinds of editors were tested in the development of this software package. The editor selected was one which had the greatest versatility. It allows you to make corrections with ease as well as to add or remove items from your file.

To use the editor, you will need:

- the SPELL IT Program Disk and
- a blank, formatted disk on which to save your new spelling lists.

Follow the steps outlined below.

### Step 1 - Composing Your Word List

First, compose your list on paper. For each item on the list, you will need:

- a spelling word
- the syllables of the spelling word
- a sentence with the spelling word missing
- three distractors (incorrectly spelled versions of the entry word, none of which is another word correctly spelled).

In order for the program to work properly, your words and sentences must stay within these limits:

word - 12 letters maximum

syllables - 20 letters and spaces maximum

sentence - 3 lines, each line with 34 letters and spaces maximum

distractors - 12 letters maximum.

Each list should contain at least 9 but no more than 20 spelling words.

Single word entries with all lower case letters work best with the program. Do not use upper case letters, hyphens or spaces in the spelling words.

## **Step 2 - Formatting a New Data Disk**

### **APPLE Version**

Before you access the editor, format a blank disk with DOS 3.3 to prepare it to accept your new word list. Follow the procedure outlined below to format your new data disk.

- “Boot” your system with the SPELL IT Data (Side 2).
- Remove the SPELL IT Data (Side 2) and replace it with the new blank disk that you have labeled SPELL IT Data Volume II.
- Type INIT HELLO <CR>.

When the drive light goes out and the cursor appears, you have a DOS 3.3 formatted disk on which to store the spelling lists (data files) you create.

### **Upper and Lower Case**

When you enter your words, the letters will automatically appear in lower case. While your entry words, syllables, and distractors should be entered in lower case, you will need to use upper case letters in your sentences.

To make a capital letter, press <CTRL> and S at the same time, followed by the letter you want capitalized.

### **Accessing the Editor**

Insert the SPELL IT Program Disk into the disk drive and boot the disk. As soon as the drive's red light is on, press E (for Editor).

## IBM Version

Formatting a blank disk prepares it to accept your new word list. Follow these simple steps.

- Take a new blank disk and label it SPELL IT DATA DISK VOLUME II.
- Insert the IBM DOS disk which was supplied with your computer into drive A (the left-hand drive) and turn on the computer.
- If you are using a two-drive system, place the new disk in drive B. If you are using a one-drive system, the screen will tell you to insert the new disk after you have typed the formatting command.
- Enter the date and time <CR>.
- At the A>, type:  
format b: <CR>.

The screen will tell you when the formatting is complete. You now have a disk on which to save your own word lists.

## Accessing the Editor

To use the editor, start SPELL IT as described in the “Getting Started” section of this manual. When the main menu appears, press E (for editor), and follow the screen prompts.

## COMMODORE 64 Version

To format your new data disk, follow these simple steps.

- If your computer is off, make sure there is no disk in the drive. Turn on the printer first, if you are going to use one. Turn on the disk drive before turning on the computer.
- Insert the new blank disk you have labeled "Spell It Data Disk Volume II" into the disk drive and type:  
OPEN15,8,15"NEW0:SPELL IT VOL. 2,02"  
<CR>.

When the disk drive light goes out, the formatting process is complete. You now have a formatted disk on which to store the spelling lists (data files) you create.

### Accessing the Editor

Start your system as described in the Getting Started section. When you insert your program disk, type:

```
LOAD"EDITOR",8 <CR>  
RUN <CR>.
```



## **ATARI Version**

To format a new disk with DOS 2.0, follow these steps.

- Turn on your disk drive and insert the SPELL IT Data Disk.
- Turn on the computer to boot the disk.
- When the menu appears, select I.
- Remove the SPELL IT disk and insert your blank data disk.

Follow the screen prompts.

### **Accessing the Editor**

Turn on the disk drive and insert the SPELL IT Program disk. Turn on the computer. Press E (for Editor) while the program is loading.

### Step 3 - Entering Your New Word List

This is the editor screen. The editor is now ready to receive your new word list. STOP AND READ CAREFULLY all the remaining steps before proceeding.

X X SPELL IT EDITOR X X

The prompt line at the bottom of the screen displays the editor commands. For help, use the .h command.

1''

\_\_\_\_\_  
New line 1

.e .l .d .i .s .g .p .c .q .h

Each entry word must be allocated eight lines, even if some lines are left blank. Your word list should contain from 9 to 20 words, and therefore must be from 72 to 160 lines long.

To enter your word list, use the format outlined below.

Line 1 - entry word

Line 2 - syllables (leave blank if the entry word is a single syllable)

Lines 3, 4, and 5 - a sentence containing a blank for the entry word (completion sentence)

Line 6 - first distractor

Line 7 - second distractor

Line 8 - third distractor

On line 1, enter the first word and press <CR>.

On line 2, enter the syllables, leaving a space between syllables, and press <CR>.

On lines 3, 4, and 5, enter your sentence, pressing <CR> at the end of each line. If your sentence occupies less than three lines, press <CR> to leave the remaining line(s) blank. BE SURE TO MAKE YOUR BLANK EXACTLY THE SAME NUMBER OF SPACES AS THE NUMBER OF LETTERS IN THE MISSING WORD.

To make the blank for the **APPLE** version, use the = key.

To make the blank for the **IBM** version, use the underline key (shift and dash key).

To make the blank for the **COMMODORE** version use the Commodore key and the @ key.

To make the blank for the **ATARI** version, use the underline key.

On lines 6, 7, and 8, enter your distractors.

On line 9, enter your next word, starting the process all over again.

Your word list should look something like this.

- 1 curious
- 2 cu ri ous
- 3 The children were \_\_\_\_\_ about
- 4 what was behind the locked door.
- 5
- 6 courious
- 7 curiose
- 8 curius
- 9 \_\_\_\_\_
- 9 curiosity
- 10 cu ri os i ty
- 11 One of the important qualities
- 12 of a student is \_\_\_\_\_.
- 13
- 14 curiosity
- 15 couriosity
- 16 coriosity
- 17 \_\_\_\_\_
- 17 disaster
- 18 dis as ter
- 19 A tornado is a grave natural
- 20 \_\_\_\_\_.
- 21
- 22 disasster
- 23 desaster
- 24 dissaster

Be sure to follow this format. If you make an error, you can easily make corrections as you are entering your list by using the edit, delete, or insert commands which are discussed at the end of the chapter.

## Step 4 - Saving Your Data File

The last step is to save your new file onto the formatted data disk. If you find an error later, you can easily access the file and correct it.

- Be sure your new data disk is in the correct disk drive.
- Type `.s <CR>`.
- When you are asked "Save file name?" type the name of your data file, being sure to stay within these limits:

**APPLE** - 15 characters and spaces

**IBM** - 8 characters with no spaces

**COMMODORE** - 15 characters

**ATARI** - 8 characters with no spaces

The bottom of the screen will look something like this:

```
161 .s
Save file name? LIST5
```

Be sure that you do NOT duplicate a name that has been used. Press `.c` for catalog (Apple) or `.d` for directory (IBM, Commodore, Atari) at this time if you wish to list the files already on the disk.

When you press `<CR>`, the disk will whirl, and your word list will be saved onto your new data disk. To test your file with the program, exit the editor by typing `.q` and then following the instructions on the screen.

## Step 5 - Using Your New File

To use your new file with the SPELL IT program, follow these steps.

- Start the program as outlined in the Getting Started section of the manual.
- When you are asked to insert the data disk, insert the disk which contains your new data file.
- When you are asked to select a level, type C (Apple) or D (IBM, Commodore, Atari), press <CR>, and the files on the disk will be listed on the screen.
- Type in the name of the file you wish to access and press <CR>.

### Editing a File

You may edit your file to correct an error or to change a word.

- Access the editor.
- Type .g (to get the file) <CR>.
- If you aren't sure of the name, type .c (Apple) or .d (IBM, Commodore, Atari) to list the existing files.
- Type the name of your file <CR>.

When your file is loaded into the computer's memory, you may list it or edit individual lines that need correcting. Remember to save your file if you make any changes.

## Commands of the Editor

The following commands are used to correct, extend, or shorten your file. You may use these commands to edit your material at the time you are entering it or later.

**Edit** - This command allows you to change a line that has been entered.

- Type `.e` followed by the number of the line you wish to change `<CR>`.

The line you wish to edit will appear and you may retype it as you wish `<CR>`.

**List** - The list command allows you to review the entire file.

- Type `.l <CR>`.

Use the space bar to stop and restart the scrolling.

You may begin listing at any point in the file. Type `.l` followed by the line number at which you wish to begin listing. To stop the listing before all lines have been displayed, press `<CR>`.

**Delete** - This command allows you to remove any line from the file. (If you wish to remove the words and leave a blank line, use the edit command.)

- Type `.d` followed by the number of the line you wish to delete `<CR>`.
- The line will appear and you will be asked "Delete this? (y/n)".
- If you press "y", the line will be deleted; if you press "n", it will remain.

When you list the file, the lines following the deleted line will have been renumbered.

**Insert** - This command allows you to insert one or more lines into the file.

- Type `.i` followed by the number of the line you wish to begin your insert `<CR>`.
- Insert as many lines as you wish. The lines which follow your insert will be renumbered automatically.
- Type `.q` at the beginning of the next line to quit inserting `<CR>`.

**Save** - The save command allows you to save a new file or a corrected file onto a disk. Be sure to use this command each time you enter a new file or make any corrections.

- Type `.s <CR>`.
- Type the name of the file `<CR>`.

Be sure that you do NOT duplicate a name that has been used unless you wish to replace that existing file. You may type `.c` or `.d` (depending upon your computer type) to list the existing files.

**Get** - The get command allows you to load a file which has previously been saved.

- Be sure that the disk in the drive is the one containing the data file you wish to access.
- Type `.g` followed by the exact name of the file you wish to load `<CR>`.

If you are not sure of the exact name of the file, type `.c` (Apple) or `.d` (IBM, Commodore, Atari) and press `<CR>`. This will list the files on the disk.



**Print** - You may print out your entire file.

- Make sure that the file you want to print is loaded into the computer's memory and the printer is turned on. It should be plugged into Slot 1.
- Type .p <CR>.

If you wish to stop the printer before the file has been completely printed, press <CR>.

**Clear** - This command clears the screen to get ready for a new file.

- Type .c <CR>.
- Be sure you have saved your data or your corrections on the disk. The editor will double check to make sure you really want to clear the screen and the memory.

**Quit** - This command allows you to exit the editor and return to the SPELL IT program.

- Type .q <CR>.

**Help** - This command will give you a list of all the commands and their functions.

- Type .h <CR>.

All the commands and their functions will appear on the screen.

## Additional Notes on the Editor

Weekly spelling lists can be entered using the SPELL IT editor.

If you do not wish to use your words with all four SPELL IT activities, you may not need to enter data on all the lines as described in Step 1. The following is a list of the material needed for each SPELL IT activity:

**See It** - spelling word (first line)  
syllables, optional (second line)  
sentence (third, fourth, fifth lines)

**Practice It** - (same requirements as See It)

**Unscramble It** - spelling word (first line)

**Spell It!** - spelling word (first line)  
distractors (sixth, seventh, and eighth lines).

Be sure to enter the data you need on the correct line, leaving the lines assigned to other data blank.

Special rules or instructions may be entered to appear at the beginning of the See It activity, just as they do at the beginning of some of the SPELL IT data files. If you wish to insert a rule, follow these steps:

- Enter the rule at the end of your list, in place of the last word entry. A file without a spelling rule may include up to twenty words, but a file with a rule will hold only nineteen.

- Use no more than seven lines for a rule. Seven lines of text fill up one screen, so arrange the words on these seven lines just as you want them to appear on the screen.
- Enter the rule, line by line, at the end of your list of words. Your file now contains an uneven number of lines - eight lines for each spelling word entry and seven lines at the end for your rule.

The first time you use the editor, create a small data file, using only 5 or 6 words. Try using the file with the SPELL IT program to be sure you're on the right track. You can add more to the file later.

Save your file every 15 minutes or so while you are working on it. Then if you should ruin a file in memory, you can retrieve a copy from the disk and prevent the loss of all your hard work.

Check your file for extra lines before you try to run it. Delete extra lines using the .d command.

To delete an entire file from your data disk, follow the instructions for your computer.

**APPLE** - Use the DOS command DEL.

**IBM** - Use the DOS commands ERASE or DEL.

**COMMODORE** - Type:

OPEN15,8,15,"I"<CR>

PRINT#15,"S0:NAME OF FILE" <CR> .

**ATARI** - Boot the SPELL IT Data Disk. When the DOS menu appears, remove the Data disk and insert the disk which contains the file you wish to delete. Answer N to the format question. When the cursor appears, type DOS <CR> . Select D and follow the screen prompts.

### **Having Trouble?**

The following trouble-shooting procedures may help you if you are having trouble using your new file.

**During the See It or Practice It activity, you keep getting the "Try Again" message even when you correctly enter the spelling word.**

You have probably entered a space before or after the word (lines 1, 9, 17, etc). Return to the editor and retype the entry word you were having trouble with; be sure to leave no spaces before or after the word.

**You get a bad subscript error or the screen freezes when using your new list with the See It and Practice It activities.**

Return to the disk and check the blanks in the sentences.

Be sure there is a blank in every sentence.

Be sure you pressed the correct key to make the blank.

Be sure that the number of spaces in the blank equals the number of letters in the entry word.

## ABOUT THE AUTHORS

Jan Davidson holds a B.A. from Purdue University, and an M.A. and Ph.D. from the University of Maryland. She is founder and president of Davidson and Associates, Inc. She previously served as director of Upward Bound, an educational center in Palos Verdes, California, and taught high school and college for 12 years.

Richard Eckert holds a B.S. degree in Electrical Engineering from Purdue University. He is a professional programmer and has written a variety of software, particularly educational software.

Other software written by the authors includes MATH BLASTER!, WORD ATTACK!, and SPEED READER II.

## ACKNOWLEDGMENTS

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## NOTE TO TEACHERS

SPELL IT has been tested extensively in our lab and in the classroom. The following ideas and suggestions have come from teachers around the country who have used SPELL IT successfully in their classrooms. We hope their suggestions will be useful for you.

Words from other subject areas, such as math, science, and social studies, are often difficult to spell and require extra study. SPELL IT can make the study of these words more interesting for your students. It is important to note, however, that only words entered in all lower case letters will function properly in all four learning activities. The editor can also be used to personalize lists for students who require specific help with a particular spelling problem.

Special word lists from a state text or district list may be entered by volunteers or students for use throughout the school or district.

SPELL IT can provide opportunities for pairs of students to work together on the various activities. In the See It activity, one student can pronounce the word aloud before the other student types in the missing word. During Practice It, one student may keep a record of words missed by the other student. The Unscramble It has a two-student option, and students playing the Spell It game have the extra incentive of trying to top each other's scores.

Teachers have found that short, frequent sessions are most beneficial when studying spelling words on the computer. Shorter sessions make it possible for a larger number of students to review and practice their spelling words.

Because the sound can be turned off, students with particular needs can use SPELL IT in the classroom without disturbing others. For instance, students who have missed material due to class absence can use SPELL IT to catch up with current assignments. Students who complete their assignments early can be rewarded with opportunities to reinforce what they have already learned.

If you have any additional ideas for ways to use SPELL IT in the classroom, please share them with us. We'd be happy to hear from you.

## APPENDIX — WORD LISTS

The following are lists of the words contained on the SPELL IT Data Disk. Spelling and word divisions are based on preferred usage as established in the WORLD BOOK DICTIONARY and WEBSTER'S NEW WORLD DICTIONARY.

### Novice 1

Numbers. Be careful when spelling number words. Sometimes the spelling of the root changes.

Examples: four forty  
              five fifty

eight  
eighth  
eighteen  
eighty  
five  
fifteen  
fiftieth  
fifty  
four  
forty  
fourteen  
fourth  
hundred  
hundredth  
nineteenth  
ninth  
ninety  
ninetieth  
seventh  
seventy

### Novice 2

Compound words are made up of two shorter words joined together.

Example: foot ball  
              football

basketball  
blueprint  
bookmark  
campground  
cookbook  
driveway  
flagpole  
flashlight  
football  
freeway  
goldfish  
midnight  
railroad  
schoolroom  
seaweed  
snowfall  
spotlight  
sunrise  
weekend  
wristwatch



### Novice 3

Plurals. To form the plurals of most nouns, simply add **s**

Example: balloon balloons

Add **es** to nouns ending in **ch, sh, s, x, and z**.

Example: church churches

aches  
balloons  
boxes  
brushes  
chairs  
cameos  
chiefs  
churches  
cupfuls  
glasses  
lawyers  
lunches  
monkeys  
pictures  
poets  
radishes  
radios  
taxes  
topazes  
turkeys

### Novice 4

The **neutral vowel with r** sound which usually appears in the unstressed syllable can be spelled **or, er, or ar**.

Examples: color tiger sugar

anchor  
cellar  
color  
dollar  
flower  
grammar  
harbor  
humor  
hunter  
laughter  
owner  
polar  
razor  
shoulder  
soccer  
sugar  
supper  
teacher  
tiger  
weather

## Novice 5

The **ir** sound can be spelled  
**ear, eer, ier, or ere**

Examples: appear pierce  
career revere

bier  
brigadier  
career  
cereal  
cheerleader  
disappear  
dreary  
earache  
fearful  
merely  
pierce  
pioneer  
query  
revere  
serial  
serious  
shears  
sphere  
tier  
veneer

## Novice 6

area  
dropped  
eager  
entirely  
fashion  
guilty  
heroes  
hunger  
hungry  
laborer  
lengthen  
luxury  
material  
method  
oppose  
perceive  
practice  
regard  
sentence  
since

## Novice 7

amount  
attempt  
beautiful  
carrier  
council  
dealt  
device  
disgust  
escape  
except  
heroic  
listener  
minutes  
paid  
really  
sense  
stepped  
stories  
woman  
writing

## Novice 8

across  
addition  
advice  
among  
clothes  
collar  
coming  
dairy  
decent  
define  
divide  
fitness  
friend  
lose  
mere  
operate  
quiet  
simple  
simply  
studying

## Novice 9

affect  
afraid  
against  
careful  
choose  
during  
enough  
group  
hoping  
increase  
involve  
lonely  
maybe  
meant  
passed  
peace  
rebel  
scene  
where  
whole

## Novice 10

allowed  
already  
bargain  
boundary  
certainly  
cruelty  
different  
disease  
divine  
easily  
exercise  
further  
immense  
magazine  
medicine  
naturally  
opposite  
phase  
response  
source

## Intermediate 1

When a word ends in **silent e**, drop the **e** before adding a suffix.

Examples: arrive arrival  
become becoming

accuse  
accusing  
argue  
argument  
arrive  
arrival  
become  
becoming  
continue  
continuous  
desirable  
desirability  
encourage  
encouraging  
movable  
notice  
noticing  
shining  
value  
valuable

## Intermediate 2

Pronouncing words carefully will help you to spell them correctly. Be sure not to add or omit sounds.

curious  
curiosity  
disaster  
disastrous  
enter  
entering  
entrance  
explain  
explanation  
hinder  
hindrance  
pronounce  
speak  
speech  
though  
thought  
thorough  
threw  
through  
throughout

### Intermediate 3

Pronouncing words carefully will help you to spell them correctly. Be sure not to add or omit sounds. For example, athlete has 2 syllables, not 3.

athlete  
athletics  
column  
columnist  
drown  
drowned  
drowning  
govern  
government  
grieve  
grievous  
lighten  
lightning  
pamphlet  
particular  
particularly  
rhythm  
rhythmic  
strict  
strictly

### Intermediate 4

**The oi** sound can be spelled **oi**, as in poison or **oy**, as in voyage.

anoint  
appoint  
avoid  
boycott  
decoy  
embroidery  
employer  
exploit  
loiter  
loyal  
moisten  
oilcloth  
oyster  
pointless  
poise  
poison  
rejoice  
royalty  
void  
voyage

## Intermediate 5

When a word ends with **silent e**, keep the **e** if the suffix begins with a consonant.

Examples: manage  
              management  
              complete  
              completely

acute  
acutely  
arrange  
arrangement  
careless  
complete  
completely  
extreme  
extremely  
hopeless  
immediate  
immediately  
likely  
likeness  
manage  
management  
sincere  
sincerely  
safety  
usefulness

## Intermediate 6

applying  
cabbage  
certain  
decision  
effect  
interest  
losing  
possible  
prepare  
pursue  
receiving  
separation  
similar  
stretch  
stubborn  
themselves  
together  
treasurer  
useless  
worked

## Intermediate 7

adviser  
annual  
calendar  
cyclone  
despair  
everybody  
generally  
loose  
necessary  
opinion  
personal  
practical  
principal  
principle  
realize  
religion  
remember  
satire  
sponsor  
strength

## Intermediate 8

apartment  
apology  
barbecue  
category  
dining  
expense  
fiery  
greenish  
library  
occasion  
opponent  
original  
permanent  
pertain  
playwright  
presence  
relative  
resources  
roommate  
useful



## Intermediate 9

acquire  
alcohol  
amateur  
desperate  
develop  
discuss  
fascinate  
favorite  
forward  
fulfill  
genius  
ideally  
knowledge  
license  
medical  
potato  
prisoner  
represent  
several  
therefore

## Intermediate 10

awkward  
cemetery  
commission  
conscience  
definite  
embarrass  
laboratory  
marriage  
misspell  
occurred  
persuade  
recognize  
restaurant  
schedule  
sergeant  
straight  
terrific  
unusual  
villain  
women

## Advanced 1

Use **i before e**, except after **c**.

Examples: achieve  
quotient receive

achieve  
belief  
believe  
brief  
chief  
deceive  
fiendish  
fierce  
hygiene  
mischief  
niece  
piece  
quotient  
receive  
relieve  
shield  
shriek  
siege  
sieve  
yield

## Advanced 2

There are exceptions to the **i before e** rule.

Examples: leisure neither

Use **ei** when the word has a **long a** sound.

Examples: weight freight

beige  
either  
foreign  
freight  
height  
heir  
heirloom  
leisure  
neigh  
neighbor  
neither  
protein  
seize  
seizure  
sleigh  
veil  
vein  
weigh  
weight  
weird

### Advanced 3

When **final y** is preceded by a consonant, change the **y** to **i** before adding a suffix, except when the suffix begins with **i**.

Examples: carry  
carried carrying

accompany  
accompanying  
accompanied  
busy  
business  
carry  
carried  
carrying  
company  
companies  
enemy  
enemies  
family  
families  
lively  
livelier  
livelihood  
satisfy  
satisfied  
satisfying

### Advanced 4

Most words that end with the **seed** sound, are spelled **cede**.

Examples: recede concede

Exceptions: proceed  
exceed succeed

accede  
access  
accessory  
antecedent  
cede  
concede  
concession  
exceed  
excess  
intercede  
precede  
procedure  
proceed  
procession  
recede  
recession  
secede  
succeed  
success  
supersede

## Advanced 5

The **neutral vowel with r** sound which usually appears in an unstressed syllable can be spelled **ar, er, ir, or, or ur.**

Examples:    burglar  
                 semester      directory  
                 equator        murmur

bachelor  
burglar  
calculator  
carburetor  
directory  
equator  
foreigner  
governor  
murmur  
muscular  
passenger  
percolator  
predecessor  
prosecutor  
radiator  
refrigerator  
scholar  
semester  
singular  
vinegar

## Advanced 6

bureau  
chocolate  
committee  
courteous  
disappoint  
fascinating  
loneliness  
mischievous  
mortgage  
parallel  
privilege  
probably  
recommend  
sandwich  
secretary  
stationery  
surprise  
tragedy  
vegetable  
whether

## Advanced 7

alumni  
approaches  
beginning  
challenge  
confusion  
difficult  
discussion  
entertain  
excellence  
fantasy  
generally  
happiness  
industry  
intellect  
literary  
morale  
physical  
ridicule  
sherbet  
suppose

## Advanced 8

aluminum  
appropriate  
attitude  
behavior  
burial  
cigarette  
concentrate  
counselor  
destruction  
dilemma  
disguise  
familiar  
ignorant  
indefinite  
mathematics  
morally  
pheasant  
simile  
summary  
tomorrow

## Advanced 9

aggravate  
anticipate  
beauteous  
commercial  
condemn  
devastation  
emperor  
equipment  
fallacy  
imagination  
likelihood  
narrative  
obstacle  
peculiar  
prestige  
ridiculous  
sacrifice  
shepherd  
sophomore  
symbol

## Advanced 10

abscess  
arguing  
author  
bankruptcy  
candidate  
changeable  
conferring  
descent  
describe  
elementary  
genealogy  
momentum  
pageant  
personnel  
profession  
quantity  
repetition  
syllable  
technique  
transferred

## Champion 1

The **k** and **g** sounds are usually followed by the **ant** ending, as in elegant.

The **s** and **j** sounds are usually followed by the **ent** ending, as in magnificent.

abundant  
agreement  
consistent  
convenient  
descendant  
document  
dominant  
efficient  
elegant  
employment  
expectant  
important  
independent  
pleasant  
magnificent  
persistent  
prevalent  
prominent  
significant  
warrant

## Champion 2

The **k** and **g** sounds are usually followed by the **ance** ending, as in significance.

The **s** and **j** sounds are usually followed by the **ence** ending, as in adolescence.

absence  
acquaintance  
adolescence  
ambulance  
annoyance  
appearance  
attendance  
audience  
conference  
evidence  
existence  
experience  
guidance  
ignorance  
intelligence  
interference  
remembrance  
residence  
resistance  
significance

### Champion 3

The **sh** sound can be spelled with **ti**, **ci**, or **si**.

Examples: reception  
conscious expansion

abbreviation  
ambition  
artificial  
beneficial  
conscious  
crucial  
description  
dietitian  
distinction  
exemption  
expansion  
facial  
gracious  
musician  
precious  
reception  
spacious  
spatial  
substantial  
vicious

### Champion 4

Double the final consonant when adding a suffix if the word has only one syllable or the last syllable is accented.

Examples: quitting  
referring

acquittal  
admittance  
allotted  
beginner  
benefited  
controlled  
difference  
equipped  
gladden  
happened  
listening  
occurrence  
offered  
omitted  
preferred  
quitting  
referring  
revealing  
spurring  
swimming



## Champion 5

When using the prefixes **dis** and **un**, do not change the spelling of the root word.

disability  
disagree  
disapprove  
disarray  
discourage  
dishonor  
disillusion  
disqualify  
dissimilar  
dissatisfied  
uncommon  
unconscious  
unearned  
unequaled  
unguarded  
unknown  
unmoved  
unnamed  
unnatural  
unnecessary

## Champion 6

aggressive  
analysis  
atheist  
basically  
capitalism  
communist  
contemporary  
defensible  
divisible  
efficiency  
friendliness  
incidentally  
interrupt  
mechanics  
nutrient  
political  
propaganda  
satellite  
suspense  
vacuum

## Champion 7

asterisk  
astronaut  
brilliance  
competition  
criticism  
emphasize  
exhaustion  
financier  
guarantee  
influential  
maneuver  
mysterious  
organization  
philosophy  
reminisce  
stability  
sufficient  
temperament  
theory  
varies

## Champion 8

accelerate  
alleged  
association  
compatible  
credible  
criticize  
discipline  
eliminate  
evidently  
financial  
gaiety  
humorous  
ingredient  
jealousy  
manufacture  
numerous  
optimism  
sarcastic  
subtle  
various

## Champion 9

abundance  
accidentally  
adolescent  
assassin  
colonel  
crocheting  
elicit  
finally  
hypocrisy  
imaginary  
initiative  
occurring  
possession  
predominant  
prophecy  
sociology  
succession  
synonymous  
undoubtedly  
unusually

## Champion 10

alleviate  
approximate  
catechism  
competitor  
diligence  
forcible  
fundamental  
hospitalized  
ingenious  
laboriously  
melancholy  
paralyzed  
politician  
psychology  
sabotage  
suppress  
tendency  
tremendous  
ubiquitous  
vengeance

## Grand Master 1

The **k** and **g** sounds are usually followed by the **ant** ending.

Example: extravagant

The **s** and **j** sounds are usually followed by the **ent** ending.

Example: negligent

There is no rule for other sounds.

arrogant  
assistant  
brilliant  
competent  
compliant  
confident  
defiant  
dependent  
diligent  
divergent  
excellent  
extravagant  
fluorescent  
indulgent  
insistent  
intelligent  
negligent  
tolerant  
turbulent  
violent

## Grand Master 2

The **k** and **g** sounds are usually followed by the **ance** ending.

Example: elegance

The **s** and **j** sounds are usually followed by the **ence** ending.

Example: innocence

abstinence  
alliance  
appliance  
assurance  
clearance  
compliance  
consequence  
disturbance  
elegance  
endurance  
inference  
influence  
innocence  
insurance  
maintenance  
nuisance  
performance  
preference  
reference  
reliance

### Grand Master 3

The **able** suffix is used more often than the **ible** suffix.

The **s** and **j** sounds are usually followed by the **ible** suffix.

Examples: legible  
accessible

acceptable  
accessible  
admirable  
admissible  
available  
contemptible  
convertible  
digestible  
disposable  
eligible  
excitable  
incredible  
inevitable  
irresistible  
irritable  
legible  
permissible  
plausible  
responsible  
susceptible

### Grand Master 4

acquiesce  
aesthetic  
baroque  
bellicose  
cryptic  
curriculum  
epitome  
euphemism  
hemorrhage  
nemesis  
ostracize  
panacea  
panache  
paradigm  
physics  
psychiatry  
separate  
subpoena  
synonym  
verbatim

## Grand Master 5

accommodate  
admission  
advertising  
auxiliary  
clientele  
comparative  
environment  
exaggerate  
experiment  
fictitious  
hysterical  
medieval  
primitive  
psychic  
recipient  
rheumatism  
saccharin  
scissors  
situation  
sovereign

## Grand Master 6

accumulate  
advantageous  
allegiance  
apparatus  
authority  
conqueror  
cylinder  
excitement  
exhilarated  
harass  
hypocrite  
hypothesis  
leisurely  
noticeable  
oblique  
paralysis  
persuasive  
phenomenon  
raspberry  
spontaneous

## Grand Master 7

Words of Spanish origin.

abalone  
alligator  
armadillo  
avocado  
barracuda  
cafeteria  
desperado  
enchilada  
filibuster  
guerrilla  
hacienda  
mosquito  
palomino  
pueblo  
sierra  
stevedore  
tapioca  
tobacco  
tortilla  
vigilante

## Grand Master 8

Words of Italian origin

bologna  
broccoli  
campaign  
corridor  
dilettante  
espresso  
fettucine  
fiasco  
ghetto  
imbroglio  
incognito  
influenza  
intrigue  
lasagna  
minestrone  
miniature  
mozzarella  
picturesque  
scenario  
spaghetti

## Grand Master 9

## Grand Master 10

Words of French origin.

aperitif  
bizarre  
bouffant  
bouillon  
burlesque  
champagne  
chignon  
connoisseur  
croissant  
decolletage  
julienne  
mayonnaise  
mousse  
parliament  
peignoir  
quiche  
roux  
syndicate  
talisman  
vichyssoise

aberration  
abysmal  
adjudicate  
anathema  
auspicious  
corroborate  
diaphragm  
extraneous  
facsimile  
ingenuous  
ingratiating  
inveigle  
narcissistic  
obsequious  
perspicacity  
rambunctious  
resuscitate  
subterranean  
supercilious  
tortuous